

Texas Education Agency
Standard Application System (SAS)

| 2016–2017 Texas 21 st Century Community Learning Centers, Cycle 9, Year 1 | | | | |
|--|---|-----------|--------------------------------|--|
| Program authority: | Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act | | | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period | August 1, 2016, to July 31, 2017 | | | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 28 PM 4:02 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> |
| Application deadline: | 5:00 p.m. Central Time, March 29, 2016 | | | |
| Submittal information: | Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div> | | | |
| Contact information: | 21stCentury@tea.texas.gov | | | |
| Schedule #1—General Information | | | | |
| Part 1: Applicant Information | | | | |
| Organization name | CD #/Vendor ID | | | Amendment # |
| Texas A&M University-Kingsville | 3732732732 | | | NA |
| Vendor ID # | ESC Region # | | | DUNS # |
| 3732732732 | 2 | | | 868154089 |
| Mailing address | City | State | ZIP Code | |
| 700 University Boulevard, MSC 201 | Kingsville | TX | 78363 | |
| Primary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Gerri | M | Maxwell | Associate Professor/Dept.Chair | |
| Telephone # | Email address | | FAX # | |
| 3615932203 | Gerri.maxwell@tamuk.edu | | 361593 3255 | |
| Secondary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Daniel | | Burt | Assistant Professor | |
| Telephone # | Email address | | FAX # | |
| 361-593-4580 | Daniel.burt@tamuk.edu | | 361-593-2141 | |
| Part 2: Certification and Incorporation | | | | |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|---------------|-------------|--------------------------------------|
| First name | M.I. | Last name | Title |
| Maria | | Martinez | Exec. Director Strategic Initiatives |
| Telephone # | Email address | | FAX # |
| 361-593-2552 | osr@tamuk.edu | | 361-593-3409 |
| Signature (blue ink preferred) | | Date signed | |

 Ph.D.

3/25/16

Only the legally responsible party may sign this application.

701-16-102-050

Schedule #1—General Information (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|---|--------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 3 | Certification of Shared Services | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 | Request for Amendment | N/A | <input type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grant* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 19 | Private Nonprofit School Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 21 | Program Information Addendum | <input checked="" type="checkbox"/> | N/A |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|----|---|---|
| 1. | Nonprofit organizations, excluding ISDs and open-enrollment charter schools | Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details) |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| 1. | Written Agreements | Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations. |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|--|
| 1. | The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that the program will take place in a safe and accessible facility. |
| 4. | The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend. |
| 5. | The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students. |
| 6. | The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application. |
| 7. | The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment. |
| 8. | The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. |

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):



I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|---------------------------------|--|------------------------------------|----------------|
| Fiscal Agent | | | | |
| 1. | 3732732732 | Name: Dr. Maria Martinez | 361-593-2552 | \$1,776,998 |
| | Texas A&M University-Kingsville | Signature:  | Maria.martinez@tamuk.edu | |
| Member Districts | | | | |
| 2. | 137901 | Name: Dr. Grace Ruiz | 361-592-3387 | \$936,368 |
| | Kingsville ISD | Signature:  | gruiz@kingsvilleisd.com | |
| | County-District Name | | Email address | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texas A&M University – Kingsville College of Education and Human Performance (COEHP) in partnership with the Kingsville Independent School District requests funding from the Texas Education Agency to conduct, manage, and provide content expertise for a 21st Century afterschool program in Kingsville ISD which has proximity to Texas A&M University – Kingsville (TAMUK) with both entities being located in Kingsville, Texas approximately five miles from one another. According to the Chronicle for Higher Education, TAMUK is the fastest growing public doctoral university and ranks number one among public doctoral granting universities. Dr. Gerri Maxwell, Associate Professor Educational Leadership, will serve to provide grant implementation advisory capacity as Principal Investigator, along with Co-Principal Investigators Dr. Daniel Burt, Assistant Professor in Health & Kinesiology (HKN) and Dean Alberto Ruiz, Professor of HKN. The TAMUK Department of Health and Kinesiology is nationally recognized and recently had Samantha Cantu (Exercise Science/Pre-PT) named as the 2015 National Undergraduate Scholar by the American Kinesiology Association as the top undergraduate student in kinesiology in the United States. These HKN faculty seek to implement a 21st CCLC program that has an overarching focus that aligns with the comprehensive national **Let's Move** initiative, launched by First Lady, Michelle Obama dedicated to solving obesity within a generation through: creating a healthy start for children, empowering parents and caregivers, providing healthy food in schools, improving access to healthy, affordable foods, and increasing physical activity. The Institute of Medicine (2012) concluded that we must "strengthen schools as the heart of health." In a study involving 940 students (grades 5-6) from 12 schools randomly selected in an urban U.S. district targeting fourteen health indicators with data collected three to six months prior to standardized testing, those with more health assets were 2.2 times more likely to achieve academic goals compared with students with the fewest health assets. Schools that utilize nontraditional instructional strategies to improve student health may also improve academic achievement closing equity gaps in both health and academic achievement (Ickovics, Carroll-Scott, Peters, Schwartz, Gilstad, Hayden, and McCaslin, 2014). The prevalence of diabetes is 20+ percent higher in South Texas than the entire state of Texas. Close to 70,000 people have adult diabetes. Individuals in South Texas are uninsured at a rate more than double the national average, and more than 25 percent of the diabetic population in South Texas is uninsured. Addressing these issues in South Texas children could resolve these health issues in the next generation. This TAMUK-Kingsville ISD partnership seeks to implement a 21st CCLC program that supports the improved health of students as one means leading to improved academic achievement. Much of the research focusing on this connection between health and academic achievement is international. This high profile partnership of TAMUK and Kingsville ISD not only will serve the neediest students in KISD but the potential research opportunities on this project could fill a void in the health literature nationally and regionally and provide the basis for foundational missing links in improving health and achievement of the neediest students. KISD serves a student population of 76.8% economically disadvantaged (ED) students. Two schools in KISD

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

that are projected to be served with these grant funds are on the PEG list (having Improvement Required ratings for 14-15) including Kleberg Elementary (serving P-4) which serves 93% ED higher than the district average and Memorial Middle which serves 7-8th graders and has a 77.9% ED rate. Services by the 21st CCLC grant would be prioritized to these campuses although the neediest students at each of the four elementaries as well as the middle school and junior high campus would be served as identified by at-risk factors, student achievement, and educator recommendation. KISD as a district Met Standard on the recent Phase-In scores; however, as standards increase, the district as a whole is by no means guaranteed to continue that rating without continued initiatives such as the potential this 21st CCLC afterschool program could provide. Extended learning time is crucial for children from low socio-economic backgrounds who have the most to gain from extended learning time in any of its forms (EconNorthwest, 2008). Establishing a comprehensive afterschool program to further support academic achievement in each of these schools is critical in light of increasing accountability standards. It is the goal of this 21st CCLC TAMUK/ISD proposal if funded to **establish a strong university/public school model in south Texas for 21st CCLC as well as establish the link between health and academic achievement** in the area. As part of the funding, families will be supported through a family liason. Access to established and expanded TAMUK summer camps for engineering and college readiness for students will also be funded in this proposed initiative. Continued efforts to work with parents to understand college readiness efforts they can support are critical as well (Kumpfer&Alvarado,1998). An advisory board will ensure that safety is key for the 21st CCLC learning center and will provide input to the afterschool programming.

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Schedule #6—Program Budget Summary

| County-district number or vendor ID: 3732732732 | | | Amendment # (for amendments only): | | |
|--|---|--------------------------|---|--|------------------------|
| Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB | | | | | |
| Grant period: August 1, 2016, to July 31, 2017 | | | Fund code/shared services arrangement code: 265/352 | | |
| Budget Summary | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$1,442,868 | \$ | \$1,442,868 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$77,000 | \$ | \$77,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$78,500 | \$ | \$78,500 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$35,000 | \$ | \$35,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$12,000 | \$ | \$12,000 |
| | Consolidate Administrative Funds | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Total direct costs: | | | \$ | \$ | \$1,645,368 |
| 8% indirect costs (see note): | | | N/A | \$ | \$131,630 |
| Grand total of budgeted costs (add all entries in each column): | | | \$ | \$ | \$1,776,998 |
| Shared Services Arrangement | | | | | |
| 6493 | Payments to member districts of shared services arrangements | | \$936,368 | \$ | \$936,368 |
| Administrative Cost Calculation | | | | | |
| Enter the total grant amount requested: | | | | | \$1,776,998 |
| Percentage limit on administrative costs established for the program (5%): | | | | | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | | | | | \$88,849.87 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (\$100)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|--|--|---|--------------------------|
| Academic/Instructional | | | | |
| 1 | Teacher | | | \$ |
| 2 | Educational aide | | | \$ |
| 3 | Tutor | | | \$ |
| Program Management and Administration | | | | |
| 4 | Project director (required) | 1 | | \$50,000 |
| 5 | Site coordinator (required) | 6 | | \$270,000 |
| 6 | Family engagement specialist (required) | 1 | | \$38,000 |
| 7 | Secretary/administrative assistant | | | \$ |
| 8 | Data entry clerk | | | \$ |
| 9 | Grant accountant/bookkeeper | 1 | | \$20,000 |
| 10 | Evaluator/evaluation specialist | 6 | | \$18,000 |
| Auxiliary | | | | |
| 11 | Cafeteria Workers and Coordination of services | 6 | | \$24,000 |
| 12 | Bus Drivers and Coordination of services | 6 | | \$120,000 |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | |
| 13 | ESC specialist/consultant | | | \$ |
| 14 | ESC coordinator/manager/supervisor | | | \$ |
| 15 | ESC support staff | | | \$ |
| 16 | ESC other | | | \$ |
| 17 | ESC other | | | \$ |
| 18 | ESC other | | | \$ |
| Other Employee Positions | | | | |
| 19 | Co-PI: D. Burt | | | \$33,600 |
| 20 | Co-PI: A. Ruiz | | | \$14,000 |
| 21 | Title | | | \$ |
| 22 | Subtotal employee costs: | | | \$587,600 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 23 | 6112 Substitute pay | | | \$ |
| 24 | 6119 Professional staff extra duty pay | | | \$356,400 |
| 25 | 6121 Support staff extra duty pay | | | \$316,800 |
| 26 | 6140 Employee benefits | | | \$182,068 |
| 27 | 61XX \$ | | | \$ |
| 28 | Subtotal substitute, extra-duty, benefits costs | | | \$855,268 |
| 29 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$1,442,868 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

| Expense Item Description | | Grant Amount Budgeted |
|--|--|-----------------------|
| 6269 | Rental space | \$30,000 |
| | Specify purpose: KISD space to house TAMUK site coordinators, etc. | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$30,000 |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Professional development on movement and academics | \$15,000 |
| 2 | Family engagement activities | \$8,000 |
| 3 | Camps/ competitions at each center; outside consultants to teach Zumba, boxing, etc. | \$24,000 |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$47,000 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$ |
| (Sum of lines a, b, and c) Grand total | | \$77,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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| Schedule #9—Supplies and Materials (6300) | | |
|---|---|---|
| County-District Number or Vendor ID: 3732732732 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Supplies not needing approval: curriculum, afterschool supplies, etc. | \$78,500 |
| Grand total: | | \$78,500 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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| Schedule #10—Other Operating Costs (6400) | | |
|---|---|---|
| County-District Number or Vendor ID: 3732732732 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. | \$20,000 |
| 6412 | Travel for students to conferences (does not include field trips). Requires authorization in writing. | \$ |
| | Specify purpose: | |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines. | \$15,000 |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | \$ |
| Subtotal other operating costs requiring specific approval: | | \$35,000 |
| | Remaining 6400—Other operating costs that do not require specific approval: | \$ |
| Grand total: | | \$35,000 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|-----------------------------------|----------|-----------|-----------------------|
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | Laptops for each site coordinator | 6 | \$1500 | \$9000 |
| 3 | Printer for each site coordinator | 6 | \$600 | 3000 |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$ |
| Grand total: | | | | \$12,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment: | | | 3,427 | |
|----------------------------------|--------|------------|--|------------|
| Category | Number | Percentage | Category | Percentage |
| African American | 121 | 3.5% | Attendance rate | 93.8% |
| Hispanic | 2,973 | 86.8% | Annual dropout rate (Gr 9-12) | 1.2% |
| White | 292 | 8.5% | Students taking the ACT and/or SAT | 62.9% |
| Asian | 31 | 0.9% | Average SAT score (number value, not a percentage) | 1270 |
| Economically disadvantaged | 2,632 | 76.8% | Average ACT score (number value, not a percentage) | 17.1 |
| Limited English proficient (LEP) | 138 | 4.0% | Students classified as "at risk" per Texas Education Code §29.081(d) | 55% |
| Disciplinary placements | 32 | 0.8% | | |

Comments

NA

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

| Category | Number | Percentage | Category | Number | Percentage |
|--------------------|--------|------------|---------------------------------|----------|------------|
| African American | 4 | 1.6% | No degree | 0 | 0% |
| Hispanic | 162.1 | 65.6% | Bachelor's degree | 184.4 | 74.6% |
| White | 75.9 | 30.7% | Master's degree | 62.7 | 25.4% |
| Asian | 0 | 0% | Doctorate | 0 | 0% |
| 1-5 years exp. | 48.9 | 19.8% | Avg. salary, 1-5 years exp. | \$38,360 | N/A |
| 6-10 years exp. | 44 | 17.8% | Avg. salary, 6-10 years exp. | \$42,699 | N/A |
| 11-20 years exp. | 72.4 | 29.3% | Avg. salary, 11-20 years exp. | \$48,196 | N/A |
| Over 20 years exp. | 54 | 21.9% | Avg. salary, over 20 years exp. | \$52,149 | N/A |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|-----|-----|-----|-----|-----|----|-----|-----|-----|---|----|----|----|-------|
| Public | | 130 | 136 | 134 | 132 | 125 | 97 | 100 | 111 | 109 | | | | | 1074 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | | 130 | 136 | 134 | 132 | 125 | 97 | 100 | 111 | 109 | | | | | 1074 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive needs assessment was conducted reviewing various sources in Kingsville ISD as pertinent to this 21st CCLC application. Sources reviewed included the Texas Academic Performance Report, as well as PEIMS student data. Primary needs stemming from that data include the need to increase the student attendance rate which is currently 93.8% compared to the state average of 95.9%, decrease the number of discipline referrals and the number of students failing, work to improve scores for the Economically Disadvantaged student population as well as Hispanic, at-risk, Special Education and LEP students. Other needs include the need to improve the perception of KISD. This potential high profile partnership between Texas A&M University – Kingsville and Kingsville ISD through engaging increasingly more community partners can only help to positively improve the community's perception of KISD and TAMUK as well. Also as part of this initiative based on the community needs assessment, improved communication efforts to publicize the varied offerings of the 21st CCLC program between the school and parents will enhance positive and reciprocally support the relationship between families, the school and the community. Additionally, another need, expressed in the community survey was to address bullying districtwide. This potential 21st CCLC funding can support building positive relationships between students as well as confronting bullying head on while working generally to ameliorate how students treat one another.

KISD serves a population of approximately 3527 students of which 76.8% are identified as economically disadvantaged and 86.8% of whom are Hispanic. ED status of each campus proposed to be served in the grant includes: Harrell Elementary grades P-4 – 76.8%, Harvey Elementary grades P-4– 78%, Kleberg Elementary grades P-4– 86.8%, Perez Elementary grades P-4– 86.8%, Gillett Intermediate serving grades 5-6 at 82% and Memorial Middle School serving grades 7—8 at 81.8%. The district was cited by the Texas Education Agency as Met Standard in 2014-2015 performance reporting on STAAR. Two of the schools proposed to be served are on the PEG list (having Improvement Required ratings for 14-15) including Kleberg Elementary (serving P-4) which serves 86.8% economically disadvantaged.(ED) student and is higher than the district average and Memorial Middle which serves 7-8th graders and has a 77.9% ED rate. STAAR passing percentages at the Phase-In Level for All Subjects district-wide was 57% compared to the state average of 77%. Individual content areas range between 17 and 25% lower than the state average. Memorial Middle School students serving grades 7-8 had 48% ED students passing all subjects compared to 77% state average. These are the neediest students in KISD who would be served by these funds. Similarly, Kleberg Elementary passing rate for all subjects included 47% ED. 55% SPED, and 55% ELL students all of which fall well below the state average of 77% All Grades/All Subjects at the Phase-In Standard. Similarly these special populations of students at the other elementaries in KISD proposed to be served would target the neediest among those students based not only on STAAR scores, but also teacher recommendations and other factors to provide them support.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|------------------------------|---|
| 1. | Improve Academic Performance | The 21 st CCLC will hire highly qualified certified teachers to conduct daily tutorials 45 minutes per day. University professors will support development of a health & fitness enrichment component to support the academic focus of the afterschool program. The site coordinator preferred credentials will include teacher certification and curriculum expertise in math/reading/science. The site coordinator in collaboration with the campus principal funded by a pay stipend will work toward seamless alignment of curriculum with the regular school day. Finally, participation in TAMUK STEM & College Readiness camps will improve student engagement not only during afterschool but to facilitate improved student engagement during the regular school day. |
| 2. | Improve Attendance | The 21 st CCLC Program seeks regular attendance of minimum 45 days. Efforts must be made to effectively coordinate activities with regular school calendars (holidays, spring break, STAAR/TAKS testing, summer break etc.) and programs will be designed that meet the academic needs of the students they serve. |
| 3. | Improve Behavior | The 21 st CCLC will utilize positive behavior intervention strategies to facilitate appropriate social activities to support student engagement and facilitate community and family involvement. Two dropout prevention specialists will support this effort as well. |
| 4. | Improve Promotion Rates | The 21 st CCLC will facilitate improved promotion rates of students through integrated efforts at student engagement and attendance aligning afterschool curriculum to student interests through ongoing student surveying and similar strategies. |
| 5. | Improve Graduation Rates | Improved student health programming facilitated through this TAMUK partnership is expected to facilitate improved attendance along with the afterschool program as well as academic achievement will support improved graduation rates. |

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Schedule #14—Management Plan

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|--|--|
| 1. | Project Coordinator (TAMUK) | Preferred qualifications for the fulltime 40 hour position include mid-management or principal certification and experience in administering 21 st CCLC afterschool programs. |
| 2. | KISD Site Coordinator(s) | Preferred qualifications for the fulltime 40 hour positions include mid-management or principal certification and experience in administering 21 st CCLC afterschool programs; minimum requirements for the positions would be certified teacher with lead teacher or other quasi administrative experience as well as curriculum expertise. |
| 3. | Family Engagement Specialist | A fulltime family engagement specialist position for the project will be hired to support the needs of especially working families and families of these, the neediest children, in Kingsville ISD. |
| 4. | Evaluator | Preferred qualifications for the position would be a track record of evaluations and demonstration of experience in working with 21 st CCLC afterschool programs. |
| 5. | Other- University Partner/Fiscal Agent | Dr. Gerri M. Maxwell, Associate Professor in EDLD Dept at TAMUK is the proposed Principal Investigator; vast grant experience/ provide advisory grant mgmt. Dr. Daniel Burt, an Asst. Prof. in HKN Dept. at TAMUK. Dean Alberto Ruiz, Professor in HKN. Team will have program oversight focused on academic alignment with the regular school day as well as a project focus of fitness/national "Let's Move" initiative targeting on the importance of health/fitness on academic achievement. |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|--|--|-------------------|--------------|
| 1. | Hire highly qualified staff to support a high quality 21 st CCLC program. | 1. Create job descriptions. | Before 08/01/2016 | 08/01/2016 |
| | | 2. Post positions. | 08/01/2016 | 08/01/2016 |
| | | 3. Review applicants. | 08/15/2016 | 08/017/2016 |
| | | 4. Setup interviews and interview potential applicants. | 08/19/2016 | 08/23/2016 |
| | | 5. Hire all positions. | 08/25/2016 | 08/26/2016 |
| 2. | Coordinate with regular school day to align programming to support academic focus. | 1. Well-credentialed site coordinators meet with campus principal/data specialist to coordinate addressing academic needs of students. | 08/28/2016 | 07/31/2017 |
| | | 2. Ensure lesson plans of afterschool staff meet the academic needs of high needs students. | 09/01/2016 | 07/31/2017 |
| | | 3. Ensure weekly/daily communication with high needs students regular day teacher. | 08/01/2016 | 07/31/2017 |
| 3. | Coordinate with the regular school day to setup afterschool and summer schedule. | 1. Review school year calendar. | 08/01/2016 | 08/26/2016 |
| | | 2. Create afterschool/summer schedule. | 08/26/2016 | 08/29/2016 |
| | | 3. Inform all stakeholders of schedule. | 08/29/2016 | 07/31/2017 |
| 4. | Community collaboration programming input/engage sustainability partners. | 1. Create advisory council. | 09/01/2016 | 09/15/2016 |
| | | 2. Schedule meetings of advisory council. | 09/15/2016 | 07/31/2017 |
| | | 3. Ensure feedback informs program progress through reviewing surveys at advisory council meetings, etc. | 09/15/2016 | 07/31/2017 |

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TEA PRIME Blueprint for Cycle 9 will be used as a model for continuous improvement integrating a CIPP Model which includes both formative and summative evaluations. The CIPP model is a four stage process of context evaluation, input evaluation, process evaluation and product: 1). **Context Evaluation.** Context evaluation includes planning decisions, such as determining goals and objectives, identifying needs, identifying the population to be served, and outlining the content. 2). **Input Evaluation.** Input evaluation focuses on resource and strategic decision making and intended outcomes. 3) **Process Evaluation.** Process evaluation occurs as the products are being developed and consists of reviewing the products and making decisions concerning changes or modifications that are needed. 4) **Product Evaluation.** Professors and site coordinators will work with all stakeholders through various means including the 21st CCLC Advisory Council to ensure that communication generally and any changes specifically are well promoted through various means including social media, digital signage, newsletters, automatic messaging/texting, phone calls, etc. An ongoing needs assessment process conducted annually by Kingsville ISD through various stakeholder survey streams (i.e. admin. Staff, teachers, students, parents, and community members) informs organizational monitoring of goals and objectives.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed sustainability plan for this grant initiative includes maximizing funding and resources from several sources. First, as these afterschool programs become an integral extension of the school day, Kingsville ISD expects to continue to look at ways to provide in-kind services and resources including maximizing and expanding the impact of existing and future funding streams to support tutorials, afterschool programming and enrichment, etc. Additionally, continued aggressive efforts at university/P-12 partnerships and grant writing expertise brought by university personnel begun in this initiative will bring capacity to the sustainability effort. Opportunities to self-fund even potential licensed day-care/afterschool care through government subsidies for the neediest children potentially offer another means of future sustainability. Kingsville ISD will utilize the Texas ACE Blueprint and those resources to seek additional means and opportunities for sustainability for the afterschool program including engaging community partners who can provide in-kind as well as monetary support. Moreover, through engaging the university at – large as a partner in this initiative, various student organizations may provide voluntary service as part of those organizations. Really, the possibilities are limitless as aggressive opportunities to sustain are expected to emerge over time through this unique IHE/ISD potential 21st CCLC partnership.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Part 1: Evaluation Design.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|---|--|--|
| 1. | Context Evaluation of Goals, Objectives, Needs, etc. | 1. | Increased number and percentage of students in grades 3-11 passing STAAR tests |
| | | 2. | Increased number and percentage of students who demonstrate improved health and fitness via various measures such as BMI, etc. |
| | | 3. | Improved attendance and reduced disciplinary issue indicators. |
| 2. | Input Evaluation including stakeholder input, etc. | 1. | The quality, type, and degree of collaboration with project partners. |
| | | 2. | Agendas of ongoing meetings between regular school day, advisory council, etc. |
| 3. | Process Evaluation of products developed such as curriculum and impact of that implementation. | 1. | Assessment of curriculum via self-developed rubrics to ensure consistency of that curriculum. |
| | | 2. | Surveys to assess impact of curriculum via various stakeholder avenues. |
| 4. | Product Evaluation related to student achievement and health/fitness as the focus of the initiative | 1. | Increased number and percentage of students in grades 3-11 passing STAAR tests |
| | | 2. | Increased number and percentage of students who demonstrate improved health and fitness via various measures such as BMI, etc. |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Qualitative: Written progress reports will be compiled programmatically and individual student portfolios on a session by session basis. Data to be gathered aligned with and in addition to the PRIME Blueprint for afterschool programs includes:

* surveys distributed to all stakeholders including students, teachers, parents, administrators, collaborative partners, volunteers which will include the following criteria to be rated:

- ✓ the quality, type, and degree of planning, implementation, and evaluation of the project
- ✓ the quality, type, and degree of collaboration with project partners
- ✓ the quality, type, and degree of participatory involvement practiced by the principal(s), teacher(s), parent(s), and when appropriate, student(s)
- ✓ the quality, type, and level of professional development activities for out-of-school learning opportunities
- ✓ the quality, type, and level of services actually provided to the targeted population
- ✓ the quality, type, and level of effectiveness of the curriculum that is utilized in the out-of-school learning opportunities as evidenced by student achievement
- ✓ the quality, type, and level of instruction by 21st Century staff and volunteers
- ✓ the quality of any products/documentation developed as part of the project
- ✓ the strengths and weaknesses of the project design, implementation and evaluation

any recommendations for modifying or improving the program as a result of on-going evaluation activities

Quantitative: Collection Methods will include gathering disaggregated data from various sources:

The data will be compiled by the CLC director. The evaluation criteria will be the percentages listed under each activity in the effectiveness indicators column. Data will be gathered as described above and through a questionnaire developed by administrators and reviewed by the 21st Century CLC Advisory Council. Data from the survey will be compiled and shared with the 21st Century CLC and each district improvement committee to determine program improvements. The evaluation report will be a database of all pertinent data and survey results.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A 35-week/3 hour per day (4 days per week/4 hours per day in summer with six weeks of summer included in the 35 week program) after school intervention for students in grades K-8 focused on improved academic achievement and health and fitness as well as STEM content and college readiness strategies. Site coordinators with administrative and curriculum preferred expertise particularly in math and science (as well as reading support for students particularly in grades 3,5, and 8) will be hired. The program will focus on tutorials as needed in specific content areas to assist elementary and middle school students. In addition to program during the regular school year, a six-week/4 hour per day (4 days per week) June/July summer session; focus will be on STEM and college readiness strategies and particularly math and science (as well as reading support for students particularly in grades 3,5, and 8) as well as developing social skills and integrating technology for K-8 students; focus will be on tutorials as needed in specific content areas to assist students. The following strategies/activities that align with the Texas ACE Four Component Activity Guide will be available at all sites: After-school tutorials, homework assistance, health and fitness enrichment, parenting sessions on family literacy, helping with homework, parenting, etc. Additional activities supported by afterschool include: recreation, arts and crafts, tutoring, classroom activities, character development, etc. Curriculums such as Engineering is Elementary (EiE-Boston Museum), Robotics/Lego Mindstorms, and STEMfinity will be utilized. Summer camp opportunities beyond the six week session will also be offered. Transportation by bus will be provided to and from sessions daily as needed for students as provided by CCLC funds and supplemented by local funds and in-kind services as needed at all Kingsville ISD centers. Administrators/or a designated staff/teacher will be on campus until all students depart from sessions; and 4) Local constables/law enforcement will be apprised of the after-school and summer scheduling at all center. The center staff will determine whether that presence is sufficient or whether local law enforcement should provide additional on site security. Local law enforcement has a good working relationship with Kingsville ISD.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Communication inviting participation and information about the 21st CCLC afterschool programs will be provided in English and Spanish on social media, on district web pages, through direct mail-outs as well as other avenues and via electronic district signage, etc.
- ☐ The 21st CLC project director will speak at local community meetings and churches to promote the objectives of the after-school and summer CLC programming as well as to solicit volunteers and mentors for those settings.
- ☐ A parent newsletter will be sent home each semester and posted via social media describing activities at the CCLC sites.
- ☐ Create a 21st Century CCLC Task Force that will meet at end of summer sessions and at least once per semester to make recommendations for programmatic improvements.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Health and Fitness emphasis along with a focused curriculum planned through expertise and oversight by TAMUK professors/project director in collaboration with well-credentialed site coordinators will result in high quality afterschool programming. As noted before in this application, schools that utilize nontraditional instructional strategies to improve student health may also improve academic achievement closing equity gaps in both health and academic achievement (Ickovics, Carroll-Scott, Peters, Schwartz, Gilstad, Hayden, and McCaslin, 2014). The prevalence of diabetes is 20+ percent higher in South Texas than the entire state of Texas. Close to 70,000 people have adult diabetes.

Additionally, a meta-analysis of national research in science by the Texas Science Initiative of the Texas Education Agency in 2005 revealed a strong correlation between hands-on STEM curricula and high poverty students. Accordingly, "the teaching strategy category that exhibited the largest effect size was Enhanced Context Strategies. Teachers make learning relevant to students by presenting material in the context of real-world examples and problems. The real world can be brought to students through technology and students may be taken out of the classroom into the real world through field experiences. Through the expertise provided by the university in partnership with schools in this proposal including HKN faculty and access to STEM and College Readiness camps supported by these funds at TAMUK, these activities of the proposed 21st CCLC afterschool program will target the following indicators in an effort to improve academic achievement.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Federal, state and local programs that provide facilities, bus transportation, technology, administrative oversight, etc. will be coordinated with the proposed 21st CCLC program to maximize use of those resources. These in-kind resources are too numerous to list but without them, these proposed afterschool programs could not function. While a nominal fee will be offered from the grant to defray the cost of facilities, utilities, custodial services, success of these proposed programs depends on the lifeblood of these resources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Various objective data sources will be used by each center to create and implement center activities. District data analysis software such as DMAC will be used to determine student instructional needs including not only remediation but also acceleration and enrichment needs. Additionally, state assessments including STAAR and TAKS as well as district and campus benchmarking tests and teacher developed tests will inform afterschool programming to create a seamless extension of the regular school day housing afterschool programming on the school sites where students attend school.

Other data such as attendance, discipline, drop out rates etc., will be gleaned from TEA AEIS data and current PEIMS data will be analyzed by 21st CCLC staff to inform and strategize serving those students most in need. Surveys of student and parent interest will be conducted regularly to inform afterschool programming that will not only address student needs but also strive to align programming with student interests to maximize engagement. Professors involved on the project bring expertise in shaping instruction in afterschool programming to maximize student engagement through various other experiences in working with afterschool programming, engineering summer camps, etc. As cited elsewhere in this proposal, the Health and Fitness focus of this application as well as the academic including STEM and College Readiness focus of this project is *research based* and addresses the needs for particularly for high needs students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ✓ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

This 21st CCLC application represents an university/P-12 partnership effort with the university overseeing the quality of the programming being proposed and implemented in Kingsville ISD. This proposed afterschool initiative offers a potentially groundbreaking and geographically significant approach to improving student academic achievement given the health concerns particularly around diabetes in the South Texas region. This grant proposal is an extension of outreach efforts by both the College of Education and the College of Engineering that already exist between Texas A&M University – Kingsville and Kingsville ISD; however, this proposal goes one step further to actually implement extended day services that will directly impact students, their schools and their families in an effort to ***create a high quality afterschool program that could serve as a university/P-12 partnership model targeting improved Health and Fitness for afterschool in the South Texas region.*** TAMUK has an existing Memorandum of Understanding with Kingsville ISD for other initiatives such as dual credit enrollment; however, a specific MOU is included in the appendix outlining the focus and working agreement of this 21st CCLC proposal.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kingsville ISD is a high needs school district with a community comprised of families living in poverty or working families whom for the most part must commute to work sites daily anywhere between 30-45 minutes or more away many of which are in the Corpus Christ area; however, with Kingsville ISD and TAMUK as major employers, some families do work for these entities. With an economically disadvantaged student population of 76.8% with targeted elementary campuses in this application even higher, the needs of working families will be met in several ways:

- 1) providing constructive after school opportunities for students and transportation home from those activities.
- 2) providing nutritional snacks to students at no cost to working families.
- 3) no cost for these activities will be a plus for working families who might otherwise have to pay for childcare, rely on relatives or have latch-key unsupervised children.
- 4) a family liason will aggressively seek other means of supporting the needs of the families in these communities.

Because Kingsville is a close-knit community, input from the general public is received daily on an ongoing basis, both by school district and university personnel. However, a formal community survey seeking programming input will be conducted annually to assist the 21st CCLC Advisory Council which will be an organization within the TAMUK-Kingsville ISD partnership including representatives from the university, school district, all partnering entities, along with parent, business and community representation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas A&M University - Kingsville is the fastest growing doctoral institution in the nation. As noted earlier, Dr. Gerri Maxwell brings extensive grant authorship and management experience between university and high needs school districts not only in south Texas but also in central Texas. She has authored and implemented as a district administrator and has served as well as external consultant for several 21st CCLC projects. Her first in Snook ISD was nominated as one of the top twelve programs in the state in 2006. Dr. Maxwell continues to work at the university as well as consulting in school districts remaining aware of emerging curriculum, accountability and assessment issues that impact student achievement. This expertise will support rigor of curriculum in these proposed afterschool programs. Dr. Daniel Burt holds a Ph.D. in sport business with a research focus on increasing physical activity beyond the classroom and academic success in athletics. He has a number of collegial connections across the TAMUK campus as well as nationally through his work. Dean Alberto Ruiz holds an Ed.D. in HKN and is extremely well-connected to the Kingsville community having served on the KISD school board. His service on this 21st CCLC potential grant initiative holds immeasurable promise for success in building school and community partnerships which is strongly needed in Kingsville ISD. Recent new leadership and emerging consistency in leadership through Dr. Carol Perez, KISD superintendent is creating an improved community climate and climate for collaborative work between TAMUK and KISD. Thus, TAMUK as fiscal agent in partnership with Kingsville ISD demonstrates capacity to successfully implement this 21st CCLC program that if funded we hope could expand in future cycles of funding to support additional high needs school districts in the south Texas region providing resources that a university/P-12 particularly this unique health and fitness focus that could also provide needed research on the impact of that on improved student achievement. In addition to implementing research-based best instructional practices by not only providing professional development for afterschool staff on those practices as well as how health and fitness can be incorporated into classroom academic instruction, this project also expects to generate research on the correlation between health and fitness and academic achievement.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although senior volunteers will be welcomed and encouraged, this grant initiative seeks to focus on placing as many graduate students and undergraduate students on campuses in KISD to facilitate conversations among the students in these districts with college attending students to facilitate first generation and high needs students' understanding and further facilitate a college going culture in KISD. The opportunity for these interactions between college students and K-12 students over the period of this 21st CCLC grant initiative can potentially facilitate how students envision themselves in aspiring to higher education. The potential impact that five years of interaction of KISD students through both formal and informal interactions with college students could have on encouraging their higher education is immeasurable.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ✓ **Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability.** Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The proposed sustainability plan for this grant initiative includes maximizing funding and resources from several sources. First, as these afterschool programs become an integral extension of the school day, Kingsville ISD expects to continue to look at ways to provide in-kind services and resources including maximizing and expanding the impact of existing and future funding streams to support tutorials, afterschool programming and enrichment, etc. Additionally, continued aggressive efforts at university/P-12 partnerships and grant writing expertise brought by university personnel begun in this initiative will bring capacity to the sustainability effort. Opportunities to self-fund even potential licensed day-care/afterschool care through government subsidies for the neediest children potentially offer another means of future sustainability. Kingsville ISD will utilize the Texas ACE Blueprint and those resources to seek additional means and opportunities for sustainability for the afterschool program including engaging community partners who can provide in-kind as well as monetary support. Moreover, through engaging the university at – large as a partner in this initiative, various student organizations may provide voluntary service as part of those organizations. Really, the possibilities are limitless as aggressive opportunities to sustain are expected to emerge over time through this unique IHE/ISD potential 21st CCLC partnership.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- A. Continuous feedback and involvement from community stakeholders will be formalized through the development of a 21st CCLC Advisory Council. A team of 12-16 people will be assembled specifically to provide feedback for the afterschool programs. This team will be comprised of school administrators, afterschool leadership, parents, community members, business representatives, and university partners. The 21st CCLC advisory council will formally meet three times per year.
- B. Key stakeholders and organizations involved prior to grant initiative and post ***included and will include*** existing site based decision making teams on the campuses which through their campus and district improvement planning efforts have long recognized the need for afterschool programming and increased college readiness efforts.
- C. Stakeholder involvement in program awareness will be accomplished by 21st CCLC advisory council members whom will serve as community ambassadors in a sense to publicize the program both through informal and formal means. Afterschool programming effectiveness will be guided by formative evaluation efforts. Under the CIPP model proposed, the context, input, process, evaluations will respectively ask: What needs to be done? How should it be done? Is it being done? Is it succeeding? The evaluator submits interim reports addressing these questions to keep stakeholders informed about findings, help guide decision making, and strengthen staff effectiveness (Stufflebeam's 2003).
- D. A Family Liason in this proposal is expected to be contracted and supported by this funding to serve the six centers in this KISD application in this proposal and work to enhance family involvement.
- E. Also evaluated with regard to community involvement will be:
 - The quality and level of communication with and reporting to 21st CCLC leadership and advisory council of the progress of the project any problems encountered (based on monitoring and judging activities and periodic evaluation feedback).
 - The quality and degree of collaboration with project partners will be used to make adjustments (guidance for assessing resources and services provided by the partners and assess effectiveness) .
 - The quality and level of communication with and reporting to management on the progress of the project and any problems encountered.
 - The quality, type and degree of participatory involvement practiced by the 21st CCLC leadership principals, university partners, teachers and parents, and when appropriate, students.
 - The quality, type, and level of services actually provided to the targeted population (assessing outcomes and side effect/judging services and assessing effectiveness).
 - The quality and level of effectiveness of curriculum in the afterschool program and its alignment to the school day curriculum efforts.
 - The quality and tape and level of instruction (assessing strategies, delivery, engagement- outcomes and side effects).
 - The strengths and weaknesses of the project design, implementation, and evaluation (assessing, needs, problems, opportunities, and follow up by assessing outcomes).

One key concern posed to the 21st CCLC advisory council from the onset of the project will be efforts to publicize and formally support efforts to sustain the afterschool programming beyond the funded grant period. Efforts to create community foundations and encourage business support and philanthropy will be sought to sustain the afterschool programs via the 21st CCLC advisory council as well as any additional means generated through efforts of the stakeholder advisory council.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant management will be overseen by university personnel, specifically Dr. Daniel Burt who will have primary organizational oversight for the project. Dean Alberto Ruiz will also assist with that oversight. Dr. Gerri M. Maxwell will serve as the Principal Investigator and Project Coach utilizing her expertise in grant management in advisory capacity. TAMUK will hire a fulltime project director as well who will assist Dr. Burt with the day to day work of the project. Additionally, this project coordinator will support the hiring of all of the center site coordinators in collaboration with KISD. A shared services budget for KISD will actually compensate the site coordinators and staff via KISD payroll. The fulltime project director, Dr. Daniel Burt, will be housed at TAMUK. The project director in collaboration with the project coordinator housed at TAMUK will daily manage, coordinate and oversee all grant activities in collaboration with university personnel and the site coordinators for KISD as well as with all campus principals and Superintendent Dr. Carol Perez. It is expected that the project director while housed at TAMUK will also have space within districts as much of the project director's time will be on site at the 21st CCLC centers. The project director will ensure that all staff training as needed locally, as well as state trainings and national trainings are attended as well as any training provided by the TEA technical assistance colleague supporting the project. The project director will work toward developing and maintaining an organizational chart of all staff involved in the program including their roles, responsibilities and qualifications. The project director, Dr. Daniel Burt, (in collaboration with the PI Dr. Maxwell) will serve as the main contact regarding all requirements and issues related to the program ensuring that all data collection and program implementation is conducted with fidelity to the 21st CCLC model. Finally, the project director will maintain accurate contact information for TEA including primary contact information, fiscal agency, business manager, and data specialist, etc. The project director is ultimately responsible for the day to day implementation of the program including all logistics such as having afterschool instructors in place, making sure that transportation is in place, making sure afterschool staff have all materials needed and are implementing lesson plans as described in this application ensuring that the focus is math/science, homework assistance as well as enrichment, etc. The KISD business manager will also communicate on a regular basis and have coordinated on the funding of other projects. KISD will provide access to all facilities as/or if needed to carryout 21st CCLC activities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | | | |
|--|---|---|---------|
| Center Number: 1 | Center Name Harvey Elementary | | |
| 9 digit campus ID# | 137901105 | Distance to Fiscal Agent (Miles) | 5 miles |
| Grade Levels to be served (PK-12) | PK-4 | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | 208 |
| Number of Adults (parent/ legal guardians only) to be served: | 55 |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|------------------|------------------|------------------|------------------|
| Campus Name | 0 | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| | | | |
|--|---|---|---------|
| Center Number: 2 | Center Name: Kleberg Elementary | | |
| 9 digit campus ID# | 137901106 | Distance to Fiscal Agent (Miles) | 5 miles |
| Grade Levels to be served (PK-12) | PK-4 | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | 172 |
| Number of Adults (parent/ legal guardians only) to be served: | 50 |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|------------------|------------------|------------------|------------------|
| Campus Name | 0 | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | | | |
|--|---|---|---------|
| Center Number: 3 | Center Name: Gillett Intermediate | | |
| 9 digit campus ID# | 137901041 | Distance to Fiscal Agent (Miles) | 5 miles |
| Grade Levels to be served (PK-12) | 5-6 | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|--|-------|
| Number of Regular Students (attending 45 days or more per year) to be served: | 196 |
| Number of Adults (parent/ legal guardians only) to be served: | 60 |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|------------------|------------------|------------------|------------------|
| Campus Name | 0 | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| | | | |
|--|---|---|---------|
| Center Number: 4 | Center Name: Memorial Middle School | | |
| 9 digit campus ID# | 137901042 | Distance to Fiscal Agent (Miles) | 5 miles |
| Grade Levels to be served (PK-12) | 7-8 | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|--|-------|
| Number of Regular Students (attending 45 days or more per year) to be served: | 220 |
| Number of Adults (parent/ legal guardians only) to be served: | 65 |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|------------------|------------------|------------------|------------------|
| Campus Name | 0 | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | | | |
|--|---|---|---------|
| Center Number: 5 | Center Name: Harrell Elementary | | |
| 9 digit campus ID# | 137901109 | Distance to Fiscal Agent (Miles) | 5 miles |
| Grade Levels to be served (PK-12) | P-4 | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|--|-------|
| Number of Regular Students (attending 45 days or more per year) to be served: | 142 |
| Number of Adults (parent/ legal guardians only) to be served: | 45 |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|------------------|------------------|------------------|------------------|
| Campus Name | 0 | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| | | | |
|--|---|---|---------|
| Center Number: 6 | Center Name: Perez Elementary | | |
| 9 digit campus ID# | 137901110 | Distance to Fiscal Agent (Miles) | 5 miles |
| Grade Levels to be served (PK-12) | P-4 | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | Total |
|--|-------|
| Number of Regular Students (attending 45 days or more per year) to be served: | 189 |
| Number of Adults (parent/ legal guardians only) to be served: | 55 |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|------------------|------------------|------------------|------------------|
| Campus Name | 0 | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A committee comprised of the TAMUK project director, Dr. Daniel Burt, each site coordinator, and each campus principal will meet to review academic, attendance, discipline and other data and identify those students most in need of services in the afterschool program. Students who are in need of academic assistance (and their parents) will be contacted individually by their campus principal by letter of invitation. Other students will be invited to register and students will be accepted by prioritizing those most in need. Efforts will be made to serve the target number of attendees for the project and to maintain those attendance goals. Follow up to principal recruitment letters will be done via phone calls, email, and face-to-face contact with parents of the identified students. Principals are budgeted to be paid a stipend to support the 21st CCLC on their respective campuses. Recruitment tables will be set up in early August at open houses on campuses before school starts as well. Additional efforts at recruiting will be conducted as creatively as necessary to ensure that the identified students attend and keep attending. In other words, recruitment never really stops. The daily quality of the program as well as all interactions of all university and school personnel involved in the project are constantly in recruiting mode. This constant recruiting mode as well as attentiveness to maintaining student engagement through observation and surveying students and providing a variety of activities they are interested in will support retention in the afterschool program. In the case of Student Success Initiative (SSI) needs, students will be required in their written intervention plan to attend 21st CCLC afterschool and summer tutorials.

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Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TAMUK and KISD in this afterschool proposal will implement a 36 week program during the school year (including six weeks in summer) targeting students in K-8 (particularly those with greatest academic need) beginning no later than September. Grade levels where students must demonstrate mastery to promote to the next grade will be targeted. Additionally credit recovery for 9-12 students will be an emphasis to ensure students graduate with their peers.

The daily Mon-Thurs program is three hours with instructors at a 1:22 ratio maximum. Center hours will vary slightly at each of the six KISD centers as listed later in this application but represents a three hour program at each center. The summer program at each site **in addition to** the 30 week regular school program will last for **six weeks** and is a 4 hour per day program from 8:00 – Noon Mon – Thurs for six weeks in June/July. **In addition to the six week summer program**, if campus fall outside of those dates/times, funds have been allotted for students to attend summer camps at TAMUK in engineering or other college readiness initiatives such as College For Kids hosted by TAMUK Continuing Education. Instructors for the proposed afterschool program include TAMUK graduate students in engineering, wildlife and other fields as well as certified teachers and paraprofessionals from the school districts as well as members from the community that have met screening criteria including background checks and fingerprinting. Extra duty pay for all afterschool staff (with the exception of graduate students) including certified teachers and staff is listed on Schedule 5B line 6119(shared services arrangements will be put into place to put these funds into KISD to make payroll).

The content of the program includes academic homework support, health and fitness curriculum and activities, tutorials in core areas and particularly math and science, academic enrichment focused on math and science utilizing some of the best STEM elementary and middle school curriculum available on the market. Additionally, family activities facilitated by the family liason funded in the grant will be an integral part of the program.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Safety of students in the proposed afterschool programs is a priority. Given the recent school tragedies across our nation, safety procedures at all campuses have been heightened and effort to ensure safety procedures are monitored. These safety procedures will carryover to the afterschool programming. A manual outlining safety procedures consistent with the regular school day and any additional safety measures will be included in the training manual. ALL afterschool staff will be required once screened by criminal record checks to participate in the campus/district safety training BEFORE being allowed to work in afterschool programs. These safety manuals will outline identification of persons who arrive on afterschool sites from their checkin and picture identification at reception areas for each afterschool program. Access to buildings/sites will be secured to ensure that only one entrance is allowed for parent/guardian pickup in afterschool. Registration information will ensure and specify parents/guardians whom are allowed to pick up children in afterschool and custody issues and similar will be paramount in consideration with regard to pickup procedures. Likewise, bus transportation rosters of attendance will be taken daily to and from afterschool summer programs so that at any time, a bus driver may be communicated with to locate any child in transit should any questions arise. Transportation by bus will be provided to and from sessions daily as needed for students as provided by CCLC funds and supplemented by local funds and in-kind services as needed at all 21st CCLC sites including adjunct sites. Administrators/or a designated staff/teacher trained in safety protocols will be on campus until all students depart from sessions; and, local constables will be apprised of the after-school and summer scheduling at all sites. Having afterschool and summer programming available to students in the same town where their homes are located is of great benefit to working parents who might work until 5:00 p.m. or later, then drive a 30-45 minute commute. Existence of an afterschool program at no cost to parents is an economic benefit and a safety benefit as well as an academic benefit for their students. This reduces the number of latchkey children in each community.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities for afterschool programming are at the onset of this grant application planned with sincere intentionality. Engagement of university personnel whom have experience with quality afterschool programming in high needs districts as well as curriculum expertise bode well for intentionality of afterschool curriculum. Moreover, engagement of university engineering professors leads the effort to structure programming around health and fitness. Research that supports intentional design for quality afterschool programs is based on statistics that tell us that the hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002). A committee comprised of the TAMUK project director, Dr. Daniel Burt, each site coordinator, and each campus principal will meet to review academic, attendance, discipline and other data and identify those students most in need of services in the afterschool program. Students who are in need of academic assistance (and their parents) will be contacted individually by their campus principal by letter of invitation. Other students will be invited to register and students will be accepted by prioritizing those most in need. Efforts will be made to serve the target number of attendees for the project and to maintain those attendance goals. Follow up to principal recruitment letters will be done via phone calls, email, and face-to-face contact with parents of the identified students. Principals are budgeted to be paid a stipend to support the 21st CCLC on their respective campuses. A report published in August 2005 by The Finance Project and titled *Using NCLB Funds to Support Extended Learning Time*, by the Council of Chief State School Officers (CCSSO), which has been actively involved in investigating high-quality extended learning programs in the effort to exhumate best practices and share those findings to improve student achievement across the nation. This study finds that, "high-quality extended learning time provides school-age youth with opportunities to belong, participate in enriching activities, receive targeted academic support and forge meaningful connections with adults and peers outside the regular school day." This research builds on other research in the educational literature which concludes that school programs that offer extended-day and extended-time intervention focusing on academic and other activities (e.g. health, parent education, technology integration, social services and cultural programs) have shown positive benefits. Higher participation in after-school programs is more effective in producing higher student achievement and positive attitudes than lower participation (Walberg and Tsai, 1984; Aksoy and Link, 2000). More than 15 million school-age children (26 percent) are on their own afterschool. Among them are more than 1 million whom are in grades K-5 (Afterschool Alliance, 2009). More than 27 million parents of school-age children are employed, including 23 million who work full time. (U.S. Dept of Labor, 2010). Only 8.4 million K-12 children (15 percent) participate in afterschool programs. An additional 18.5 million would participate if a quality program were available in their community (Afterschool Alliance, 2009). This proposal seeks to make afterschool programming a reality for the neediest children in KISD.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities for the afterschool program will be aligned to student needs. Various forms of data will drive intentional placement of students in the afterschool program with regard to academic need and those students with greatest need as evidenced by data (including STAAR/TAKS scores, district/campus benchmarking, attendance and discipline data, etc.) will be prioritized for placement. Additionally, surveys of students regarding their perception of their needs and interests will be conducted and that data evaluated to shape programming based on that data. Moreover, the fulltime site coordinator for each center will be onsite and work to coordinate efforts seamlessly between the regular school day program and the afterschool program striving to advocate particularly for struggling students and determine how the afterschool/summer program can support the regular school day success of the student. The site coordinators will coordinate with campus principals and the project director and other school officials to recruit and plan for the afterschool program so that it is aligned to support the needs of the regular school day. The site coordinators will conduct the campus needs assessment and develop the center service delivery plan. Each site coordinator, because they are onsite during a portion of the regular school day, have ample opportunities and make the most of those opportunities to meet with students, teachers, and parents as necessary to communicate student needs. The site coordinators will work to facilitate strategies for student assessments, student interventions, personal graduation plans, and determine the best course of action in conjunction with other school personnel such as campus counselors. Site coordinators work to gather student level data (ensuring the safety and confidentiality of student information) including: grades, attendance, behavior referrals, student program participation, staffing and partners for each term reporting in the 21st CCLC online reporting system. Site coordinators ensure that all required data is entered into the TX21st tracking system within specified timelines. Site coordinators will attend all required conferences and training sessions, and work to that facilitate training to staff. The site coordinators will meet with assigned Technical Assistance Consultant as requested either through scheduled/unscheduled visits and participate in scheduled conference calls to support improved student aligned programming. The site coordinators will work with partners, community stakeholders, and vendors to coordinate program services in collaboration with the university partner as fiscal agent.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The family engagement specialist will be a full-time position. The family engagement specialist's role will be to implement research-based strategies and develop new strategies to engage families in afterschool programming. The person selected to fill this position will have to have a strong background in working with families. The FES will be required to attend the appropriate training to assure that they are well-prepared to engage the families the centers serve. Preferred qualifications would include working knowledge of current principles in family engagement as well as experience in establishing and maintaining collaborative professional relationships. The FES would be expected to not only interact with families one-on-one but also to effectively prepare and deliver workshops for parents and families. Attention to the emotional, physical, academic and economic needs of families will be important to provide effective support.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Collaborative planning between the family engagement specialist, TAMUK project faculty, the TAMUK project director and the site coordinators as well as KISD personnel including teachers will be essential in order to ensure that the neediest children from the neediest families are supported and served. One of the key roles of the family engagement specialist will be to recruit families for participation. This recruitment effort will include home visits and visits out in the community to accommodate the needs of working families and families in need in order to better understand their concerns for their children and engage them in improving the lives of these children and families.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 3732732732

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One fulltime Family Engagement Specialist or FES as required by the grant given it is proposed to serve six centers will be supported by this funding. Geographically, KISD campuses/centers are about 15-20 minutes or roughly five miles from TAMUK. The Family Engagement Specialist will collaborate with the six proposed centers at each of the specified KISD campuses. Family engagement efforts will work to mitigate student dropouts. The FES, will work with the Project Director, Site Coordinators and university professors as appropriate to recruit families to participate in the program and assist in the coordination of family engagement strategies across all centers. Opportunities to recruit will be multiple and creative. Open houses, direct mailing, webpages, blogs, face-to-face home visits, etc. will be utilized. Visibility of the FES will be critical. This person should attend school events and use formal and informal means through conversations to engage parents. Creation of a family learning community would be desirable having the FES create a parent task force/community of parents who could serve as ambassadors to engage other parents as well. A strong afterschool program and supportive parents could help spread the word. Family engagement is critical according to Karen Mapp of Harvard who synthesized 51 studies on the topic. Ultimately family engagement interventions are associated with placement in advanced courses and additional enrichment programs. The more parents understand, the better they can advocate for their children. FES in this proposed project will receive ongoing training on family engagement through 21st CCLC resources but also through ongoing book study with TAMUK professors using resources such as Henderson & Mapp (2002) A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement <http://www.scdl.org/connections/resources/evidence.pdf>.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|-------------------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|-------------------------------------|
| C08 | Provide community service programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|-------------------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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Schedule #19—Private Nonprofit School Participation

| | | | |
|--|---|---|--|
| County-District Number or Vendor ID: 3732732732 | | Amendment number (for amendments only): | |
| Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page. | | | |
| Total Nonprofit Schools within Boundary | | | |
| Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2 | | | |
| Initial Phase Contact Methods | | | |
| Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method. | | | |
| <input checked="" type="checkbox"/> Certified letter | <input type="checkbox"/> Documented phone calls | <input type="checkbox"/> Meetings | |
| <input type="checkbox"/> Fax | <input type="checkbox"/> Email | <input type="checkbox"/> Other method (specify): | |
| Total Eligible Nonprofit Students within Boundary | | | |
| Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): | | | |
| Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/> | | | |
| Total Nonprofit Participants | | | |
| Total nonprofit schools participating: 1 | Total nonprofit students participating: | Total nonprofit teachers participating: | |
| No nonprofit schools participating: <input type="checkbox"/> | No nonprofit students participating: <input type="checkbox"/> | No nonprofit teachers participating: <input type="checkbox"/> | |
| Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating. | | | |
| Participant Consultation: Development and Design Phase Consultation Methods | | | |
| Check the appropriate boxes to indicate development and design phase contact methods. | | | |
| <input checked="" type="checkbox"/> Certified letter | <input type="checkbox"/> Documented phone calls | <input type="checkbox"/> Meetings | |
| <input type="checkbox"/> Fax | <input type="checkbox"/> Email | <input type="checkbox"/> Other (specify): | |
| Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c) | | | |
| <input type="checkbox"/> How children's needs will be identified | | | |
| <input type="checkbox"/> What services will be offered | | | |
| <input type="checkbox"/> How, where, and by whom the services will be provided | | | |
| <input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services | | | |
| <input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services | | | |
| <input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools | | | |
| <input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers | | | |
| <input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor | | | |
| <input checked="" type="checkbox"/> Other (specify): Non-profit schools will have the option of participating in professional development provided by the project. No response has yet been received from the certified mail letters that were sent as of submission date of app. | | | |

| | |
|---|----------------------|
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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 3732732732

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☒ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☒ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

| # | Private Nonprofit School Name/ Number of Students and Teachers | Selection Criteria | Major Activities | Activity Begin/ End Date |
|---|---|--------------------------------|------------------------------|-----------------------------|
| 1 | School name: Ehipany | Professional development | Professional development | 09/06/2016 |
| | # of students: NA # of teachers: 5 | | | 07/14/2017 |
| 2 | School name: | Activity #2 selection criteria | Activity #2 major activities | Activity #2 begin date |
| | # of students: # of teachers: | | | Activity #2 end date |
| 3 | School name: | Activity #3 selection criteria | Activity #3 major activities | Activity #3 begin date |
| | # of students: # of teachers: | | | Activity #3 end date |
| 4 | School name: | Activity #4 selection criteria | Activity #4 major activities | Activity #4 begin date |
| | # of students: # of teachers: | | | Activity #4 end date |
| 5 | School name: | Activity #5 selection criteria | Activity #5 major activities | Activity #5 begin date |
| | # of students: # of teachers: | | | Activity #5 end date |

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☒ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

| Description of Difference in Benefits | | Reason for the Difference in Benefits | |
|---------------------------------------|---|---------------------------------------|--|
| 1 | Non-profit school(s) will receive professional development opportunities. | 1 | Non-profit school(s) agreed to this participation in the professional development. |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |

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